

THE D.C. STATE BOARD
OF EDUCATION PRESENTS



THE
2021

ANNUAL

REPORT

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sboc@dc.gov

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About Us

The D.C. State Board of Education was created in 2007 through the Public Education Reform Amendment Act (PERAA) to provide policy leadership and public voice for District education issues. The State Board has approval authority over a number of statewide regulations: including accountability frameworks, school report cards, attendance, residency, graduation requirements, and teacher preparation programs.

Like other State Boards, the District's State Board does not make day-to-day decisions for public schools. State Board members engage with their community members to promote academic achievement & equity through policy leadership, engagement, support, advocacy, and oversight.



Contents

Letter from Our Leadership Team	1
Our State Board Members	4
Our Staff	7
Amplifying Community Voice	8
Committee Work	14
Student Advisory Committee	15
Assessment and Accountability Committee	17
Education Standards Committee	19
Outreach and Advocacy Committee	21
Teacher Practice Committee	23
Board Governance Committee	25
State Board Actions	27
Office of the Ombudsman for Public Education & Office of the Student Advocate	32
Appendix	35





December 15, 2021

Dear Residents of the District of Columbia,

It has been an honor leading the D.C. State Board of Education this past year. We are proud of the ways the State Board helped the District meet the unique challenges our school communities faced this year—from a continuing pandemic to the fallout from the June 6th insurrection to rising violence, economic insecurity, and more. During these unprecedented times, we are most impressed by the resiliency shown by D.C. families, educators, and students. We are thrilled to share this report detailing the steps we took this year to further institutionalize the agency and how we as a Board met the challenges faced by our school communities to help expand equitable outcomes for all students.

We started the year by setting a strong foundation for the work the Board took up this year. We established standing committees—Accountability and Assessment, Administrative, Education Standards, Outreach and Advocacy, and Teacher Practice—which will inform the work the State Board will do in the years to come. We expanded the number of student representatives and committed to the establishment of teacher and parent advisory boards, all to ensure that our work is informed by the very constituents it will impact the most. Additionally, we updated the State Board’s website and expanded our outreach to all eight Wards through digital and printed means.

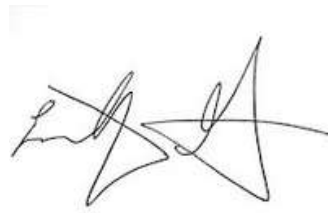
Recommending revisions to improve the District’s STAR Framework, investigating and documenting alarming teacher turnover rates across the city, updating D.C.’s social studies standards, and reflecting on the city’s education governance structures are just some of the major workstreams around which the State Board continues to lead. In addition, the State Board’s advocacy this year led to tangible changes in policy priorities and learning opportunities for students. That is best reflected in how work that the State Board amplified around the importance of literacy this year informed the Office of the State Superintendent of Education (OSSE) to include the Science of Reading as part of their revision of teacher licensing requirements and how the executive made nine million dollars in federal emergency funding available for outdoor learning following strong board advocacy for equitable access to outdoor learning opportunities for all students during the pandemic.

We are aware that not all of our advocacy efforts were fully realized. Still, we are confident that the State Board advocated in the best interest of parents and students as we pushed for a viable virtual option for students who need it, improved traffic safety around schools, and for a science-backed mask mandate to keep all families safe. These serve as reminders that despite our many wins this year, more work is needed to ensure that our city's policy decisions are informed by and work for all members of our community.

As the District emerges from the pandemic, it is essential that the State Board plays an even more important role in shaping the D.C. education landscape. The work we contributed to this year will help this body to do just that.

A handwritten signature in black ink, reading "Zachary Parker". The signature is fluid and cursive, with the first name "Zachary" being more prominent than the last name "Parker".

Zachary Parker
President and Ward 5 Representative

A handwritten signature in black ink, reading "Emily Gasoi". The signature is stylized and cursive, with the first name "Emily" being more prominent than the last name "Gasoi".

Emily Gasoi
Vice President and Ward 1 Representative

I am thankful for the essential work and partnership of the Student Advisory Committee (SAC) and our sister offices, for the support of our executive director and tireless staff, the dedicated advocacy of my fellow representatives, and for the opportunity to work closely with President Parker as part of the leadership team.

Emily Gasoi
Vice President and Ward 1 Representative

Our State Board Members

There are nine elected representatives on the D.C. State Board of Education, each representing their respective wards, with one member representing the District at large, and four appointed student representatives. State Board members' terms are four years and are staggered in alignment with members of the Council of D.C. so no more than five board members are selected in any one election.



ZACHARY PARKER
EMILY GASOI
JACQUE PATTERSON
ALLISTER CHANG

RUTH WATTENBERG
FRAZIER O'LEARY
JESSICA SUTTER
EBONI ROSE THOMPSON

CARLENE REID
SHAYLA DELL
EAN BOWIE
SKYE ALI JOHNSON

JULIANA LOPEZ
ALEXOS SULLIVAN



Zachary Parker, President, Ward 5

The State Board covered a lot of ground this year. We introduced teacher retention legislation to the Council for only the second time ever. In response to several tragedies involving our children on our unsafe streets, we passed a safe passage resolution calling for, among other things, improved safety infrastructure around each of the District's public schools. The State Board advocated for each school to have a librarian and for the District to create a teacher recruitment pipeline. Finally, the State Board continues to propose revisions to D.C.'s STAR Framework. I am proud of the State Board's work this year. Here's to an even more impactful 2022!



Dr. Emily Gasoi, Vice President, Ward 1

I am very proud of the initiative the State Board took, based on constituent input, to promote system-level support for equitable access to outdoor learning with the passage of the SR21-1. I think our advocacy in this arena played a part in the Executive assigning \$9 million in federal emergency funding to promote equitable access to outdoor meals and programming in schools across the city. I am thrilled that the Board voted to pass our Student Representatives' proposal to expand from two to four student representatives. I believe the growing influence of our student representatives and the SAC is a big step in the right direction for the Board.



Jacque Patterson, At-Large

What I am most thankful for as a member of the D.C. State Board of Education are the parents who each day entrust each member to improving the quality of public education in the District of Columbia for their children. It is an enormous responsibility that parents of every race, ethnicity, religion, sexual orientation, and nationality believe that we will make the best decisions on their children's behalf. I am humbled by that trust and thankful for each one of my colleagues who work tirelessly to hold every person who plays a part in the public education ecosystem accountable.



Allister Chang, Ward 2

Literacy matters. We must do more to support D.C. students to read proficiently. Thanks to my colleagues and to the many local families, educators, and volunteers who stepped up during the pandemic to help advance literacy learning across D.C.



Ruth Wattenberg, Ward 3

Here's to a good year—with more outdoor learning and outdoor lunch, better masks for all, reliable, rapid, regular COVID testing and reporting, and a systematic way to provide quality virtual instruction to those who need it! Happy 2022!



Dr. Frazier O'Leary, Ward 4

A happy moment this year was delivering books to the schools during the closing. When they opened, I was entering Truesdell and could hear the voices of the students and teachers in the building for the first time in over a year. It was music to my ears. Furthermore, my relationships with the school leaders in the ward have really grown and I hope that I have been available to assist them.



Dr. Jessica Sutter, Ward 6

I am incredibly thankful for the young people of the District. Whether reading with our Student Representative Alex O'Sullivan at our State Board #OutdoorStoryTime event at the Southwest Duck Pond, Dancing with Friendship Collegiate Scholar Ja'Maya Shaw at the William O. Lockridge Community Foundation Dancing with the Scholars event, joining our Student Advisory Committee to talk State Board priorities, or cheering on student-athletes, our students impress and amaze me. They sustain my energy for this work.



Eboni-Rose Thompson, Ward 7

Serving on the State Board has only deepened my appreciation for the community I serve. The families and school communities of Ward 7 continue to amaze me, and I am honored to represent them every day. I hope I have represented us well in this first year and look forward to continuing to bring more voices and solutions with me to the (virtual for now) table each day I serve.



Dr. Carlene Reid, Ward 8

I cannot believe it has been a year since taking the oath to serve residents of Ward 8 as their representative on the State Board. It has been an honor and task to elevate education issues, ideas, and concerns to the various level of D.C. government. My proudest moment was to have a family who advocated for the virtual option receive a placement in a virtual school that met their needs and goals to keep their family safe from the virus. This was followed by the D.C. Council moving legislation to expand the virtual option and a variety of other measures to support the needs of all families throughout the District. I was reminded that being persistent, staying the course, and pushing leaders to be responsive are keys to advocacy. I also appreciated the many reminders that we don't and can't fight for issues alone. I've been grateful for the Office of the Student Advocate and Ombudsman for Education, who stepped in to provide case management for families navigating our education system, the neighbors who helped with administrative tasks of making phone calls, sending emails, and lending their time to press on issues. I am looking forward to three more years of advocating with residents of Ward 8.



Shayla Dell, Student Representative (SY 2020-21)

With all that is occurring it is in our best interest as a community to push through our hardships and uncertainties in a way that is safe, sustainable, and best fitting to students, staff, and parents. I encourage us to continue on this path of listening even to those who do not always have the platform to speak up. I hope to maintain and better develop community and inclusivity with the state board of education despite our state of physical severance, so we may come out of these hard times stronger than ever.



Ean Bowie, Student Representative (Fall 2021)



Skye-Ali Johnson, Student Representative (SY 2021-22)



Juliana Lopez, Student Representative (SY 2021-22)

Working with the State Board of Education has been a memorable journey these past months. I love working with my fellow Student Advisory Committee members and State Board of Education representatives. I loved the first Fall engagement session on November 15th at the Deanwood recreation center because it was my first time seeing some of the Board members in-person and an opportunity to interact with community members.



Alex O'Sullivan, Student Representative (SY 2019-20, 2020-21, and Fall 2021)

What I enjoyed most about my work on the Board this year was seeing the Student Advisory Committee grow as the number of Student Representatives increased. When we expanded to 4 representatives, we also expanded to having two SAC meetings per month. Our productivity as a group and in our meetings is at an all-time high and I cannot wait for the D.C. education community to see the results of that hard work pay off very soon.

Our Staff

John-Paul Hayworth, Executive Director

The dedication and passion of the State Board made a very difficult time much easier to bear. We were able to shift to a virtual posture with limited disruption and found methods to engage members of the public in new and innovative ways. I am extremely proud of our agency's workforce.

Rhoma Battle, Budget and Operations Specialist

I reflect on this past year with a bit of melancholy. I miss seeing my colleagues in-person. I miss the camaraderie we shared, both in the office, and out of the office on group outings, like the time we went to the National Monument, or when we all walked to the Wilson Building for budget hearings, or a group of us walking and talking our way to and from Starbucks. So, while the pandemic has required us to see less of each other (in-person), I'm actually looking forward to seeing more of each other in person.

Darren Fleischer, Policy Analyst

I look forward to supporting members on the next phase of rolling out a revised accountability system—working with OSSE as they prepare their proposal to the U.S. Department of Education, and the eventual implementation of a new, more equitable accountability system that works best for students, families, teachers, and communities across D.C. I especially enjoyed learning about innovative approaches to school accountability and engaging with others doing similar work across the country.

Alexander Jue, Senior Policy Analyst

I am most proud of two projects—the first is the State Board's All-Teacher Survey project from March 2021 and its results on the impacts of COVID on teachers in the District. The second is the work of the Social Studies Advisory Committee (SSSAC) and the Technical Writing Committee (TWC) related to the update and revision of the District's statewide social studies standards – big kudos to both of those groups!

Milayo Olufemi, Press Secretary

Over the last year, I continue to be inspired by my colleagues and members of the State Board. It was amazing to see the passion and commitment of members to advocate for the students and families of the District in such an uncertain time in education. I look forward to shining light on issues that plague the D.C. education system and pushing forward solutions that will help our families.

Caitlin Peng, Program Associate

I'm grateful for the students, families, teachers, and community members who take the time out of their busy schedules to engage with the State Board. From testifying at our public meetings to participating in our surveys and events, being able to engage with constituents about their thoughts and experiences helps the State Board remain grounded.

Jhoselin Beltran Contreras, Policy Fellow (Fall 2020 to Spring 2021)

Rachel Duff, Policy Fellow (Fall 2020 to Spring 2021)

The COVID pandemic has allowed me to observe the strength and unity among teachers in D.C. Teachers continued to show up for their students, to innovate with their pedagogy, and to once again fill many roles for their students during an extremely challenging year. They demonstrated their unity as they have civically engaged in the conversations around school reopening to ensure maximum safety for their colleagues, students, and families. The challenges we have faced this year are long from over, but I have full confidence in all teachers to do the best thing for their students moving forward.

Francisco Estores, Policy Fellow (Summer 2021 to Fall 2021)

Eunice Namkoong, Policy Fellow (Summer 2021 to Fall 2021)

Giselle Miranda, Policy Fellow (Fall 2021)

As we close out another challenging year, I'd like to take a moment to thank our educators who work tirelessly to support students and their families. Although a simple 'thank you' never feels like enough, that feeling motivates me to push for solutions that will aid educators inside and outside the classroom. My mantra for 2022 is "advocate for those who give their all to the community". Educators give so much of themselves to help the community prosper, that as a State Board staff member, I look forward to help strengthen the community by ensuring educators feel heard and uplifted.



Amplifying Community Voice

Members of the State Board actively engage in their respective communities and wards. They listen to their constituents' concerns and thoughts, and they work to amplify the voices of all District residents by testifying in front of D.C. Council, writing op-eds, communicating with agency partners, and much more. Through the pandemic, the State Board has remained the only public forum space for residents to regularly address issues and concerns about education in D.C. during the pandemic. The State Board is the District's voice in public education.



A Year in Review

Meetings and Public Participation

12 public meetings	151 live public witness testimony
13 working sessions	55 written public witness testimony
66 committee meetings	+ 35 panelist testimony
4 Social Studies Standards Advisory Committee (SSSAC) meetings	
95 meetings	241 testimonies

Between January and November 2021, the State Board heard from 206 public witnesses and 35 panelists, bringing total public meeting participation to 241 testimonies. About 64 percent of public comment were from first-time testifiers.

Over the course of the year, public testimony topics included reopening and virtual learning, outdoor education, homeschooling, teacher retention and recruitment, the STAR Framework and Rating, social and emotional learning and mental health, standards and curriculum, education governance, school funding, school facilities issues, and more.

Inter-Agency Communication

Throughout the year, the State Board reaches out to agency partners and stakeholders in education to express concerns on important issues. Some examples include:

- February 18, Letter to Mayor Bowser on FY2022 Budget Priorities
- March 1, Letter to Mayor Bowser on School Athletics
- March 19, Letter to Chairwoman Maloney on D.C. Statehood
- April 1, Comment Letter on the Office of the State Superintendent of Education (OSSE) Assessment and Accountability Waiver
- July 7, Letter to Chairman Mendelson and members of the Council on Safe Passage Funding
- July 19, Letter to Chairman Mendelson on Budget Priorities
- August 3, Letter in Support of Councilmember Lewis-George's Librarian Amendment
- August 25, Letter to Mayor Bowser on Reopening (but also build on previous efforts)
- November 9, Letter to OSSE on COVID Virtual Learning Standards

Public Roundtable

Re-Opening District of Columbia Public Schools (DCPS) and District of Columbia Public Charter Schools (DCPCS) for School Year 2021-2022



D.C. Council Hearings

State Board members also testify before the D.C. Council on education-related matters. As ward representatives, members are able to provide a unique perspective, offering the feedback that they have heard directly from families, students, teachers, and more. Some of this past year's hearings include:

- May 26, Returning to school and academic recovery (Ward 7 and 8 families)
- July 22, School reopening
- September 28, School facility conditions during the reopening for SY2021-22
- October 26, OSSE independence Legislation
- November 12, Superintendent Confirmation



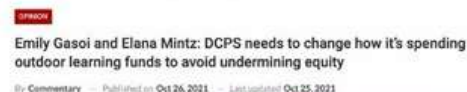
Ward 7 Representative Eboni-Rose Thompson and Ward 8 Representative Carlene Reid testifying at the D.C. Council's May 26th hearing returning to school and academic recovery, which was dedicated specifically to Ward 7 and 8 families.

Targeted Advocacy



OSSE recently developed a new five-year literacy plan attached to a \$16 million federal grant to improve literacy for students. The new 126-page "Comprehensive Literacy Plan" (CLP) was clearly written by content experts and provides a strong framework for successful literacy instruction in the District. It is packed with academic references and highlights evidence-based interventions proven to advance literacy outcomes.

While it offers a compelling vision and suggests useful tools, the CLP does not prescribe detailed actions or programs — an unfortunate omission.



In February, Mayor Muriel Bowser announced a \$9 million investment to "support outdoor learning and learning partnerships" — spending that was intended to prepare city schools for the fall reopening. Two months into the school year, the \$9 million is almost gone, and outdoor learning and meals remain rare in DC Public Schools (DCPS). Every day, unvaccinated children eat indoors without masks, undermining other mitigating practices. Additionally, the misuse of funds has exacerbated an equity gap between children who have access to outdoor meals and lessons, and those who do not.

Top: Ward 2 Representative Allister Chang's op-ed on OSSE's Comprehensive Literacy Plan. Bottom: Ward 1 Representative Emily Gasoi's op-ed on how the outdoor learning funds were not being spent equitably.

In addition to testifying before the D.C. Council, members also approach their advocacy through resolutions, op-eds, and more. The State Board's work on literacy has been based on promoting science-based reading instruction and training. In May and August, Ward 2 Representative Allister Chang penned two op-eds in The D.C. Line, the first of which addressed why D.C. students continue to struggle with reading and the second discussed OSSE's *Comprehensive Literacy Plan* (CLP).

The State Board continued its advocacy around providing equitable access to outdoor education from 2020. Its first resolution of the year was dedicated to supporting schools' access to funding for outdoor learning options, advising the Mayor to create an initial \$4 million fund to be made available immediately in the form of grants for DCPS and public charter schools that are interested in offering outdoor learning options, among other suggestions.

Later in the year, the Mayor announced a \$9 million investment to support outdoor learning. The State Board continued to monitor the state of outdoor learning throughout 2021, as Ward 1 Representative Emily Gasoi wrote an op-ed on how the funding was not being spent equitably.



SBOE in

D.C.-wide Outdoor Storytime

April 14 | Columbia Heights Education Campus (Ward 1) | Rose Park (Ward 2) | Palisades Hub (Ward 3) | Upshur Playground (Ward 4) | Tanner Park (Ward 5) | Southwest Duck Pond (Ward 6) | National Youth Baseball Academy (Ward 7) | Oxon Run Park (Ward 8)

In the spring, the State Board held a D.C.-wide outdoor storytime event in every ward of the city! Families and community members were invited to enjoy storytime with the State Board and community partners like the D.C. Public Library, local school librarians and educators, councilmembers, and more.

Fall Engagement Sessions

November 15 and December 4 | Deanwood Recreation Center | Martin Luther King Jr. Memorial Library

On November 15 and December 4, the State Board invited community members to participate in a series of engagement sessions to provide the public opportunities to deeply engage with issues under consideration by the State Board: (1) social studies standards, (2) school accountability (STAR Framework and Rating), and (3) education governance.



the City

Juneteenth Event

June 19 | Turkey Thicket Recreation Center

In recognition of Juneteenth and Pride Month, the State Board held an event to affirm D.C.'s LGBTQ+ Black youth. The goal of the event was to stress the importance of youth mental health and to recognize the importance and history of Juneteenth. At the event, participants could engage in a session of guided yoga, mindfulness activities, and hear directly from a trans student advocate about his experiences and how school communities can better support LGBTQ+ students.

*"What does Juneteenth mean to me?
Unapologetic Black joy. Community. Healing.
I was glad to spend this morning celebrating with
colleagues and neighbors in Ward 5. Special
thanks to our cosponsors and all who helped make
today's event a success."
— Zachary Parker, President and Ward 5
Representative*



The amount and quality of the work the State Board has tackled since I joined the agency in 2015 has increased markedly. I am looking forward to continuing the pace we have set for ourselves to work as quickly, but as diligently as possible, to reduce barriers students face and provide equitable opportunities across the District.

John-Paul Hayworth
Executive Director

Committee Work

In February 2021, under SR21-2, “On the Establishment of Committees,” the State Board updated its committee structure by establishing five (5) standing committees and two (2) ad-hoc committees.* The State Board had previously worked under a committee structure in which specific and priority issues were elevated to working groups or committees. Under this new standing committee structure, the State Board improved its focus and streamlined its workstreams to align with the State Board’s specific statutory authorities.

- Administrative Committee oversees the State Board’s budget, personnel, and governance
- Accountability and Assessment Committee monitors and provides recommendations related to the state accountability plan and annual report card, as well as state rules for school attendance and residency verification
- Education Standards Committee monitors and provides recommendations related to state academic standards, high school graduation requirements, and standards for high school equivalence credentials and homeschooling
- Outreach and Advocacy Committee monitors and provides recommendations related to the list of charter school accreditation organizations and the list of private placement accreditation organizations, state policies for parental involvement and supplemental education service providers, oversees the bi-annual parent advisory group, and follows up on State Board resolutions and proposed legislation
- Teacher Practice Committee monitors and provides recommendations related to standards for accreditation and certification of educator preparation programs (EPPs), and issues of teacher retention, and oversees the bi-annual teacher advisory group
- Board Governance (ad-hoc) was tasked with researching how the District of Columbia’s mayoral control education system compares to other localities, as well as surveying public opinions of and experiences with the District of Columbia’s current education governance structure
- COVID-19 (ad-hoc) was charged with developing a report on school reopening amid COVID-19 with a particular focus on social-emotional learning and decreased academic performance

In addition to this new committee structure, the State Board maintained its Student Advisory Committee (SAC), which serves as the voice of students in the State Board’s work. They are consulted on issues of policy before the Board, and four (4) of its members are appointed as the State Board’s Student Representatives each school year.

* Committee assignments are listed in Appendix A.

Student Advisory Committee

Since 2015, the State Board's Student Advisory Committee (SAC) has served to directly connect the elected representatives with the voices of District students. Chaired by the State Board's four Student Representatives, the SAC is comprised of students attending a District high school. As a group, the SAC works to bring important issues related to the student experience before the State Board for their consideration and action.*

SY2020-21

Despite persisting challenges presented by the pandemic and virtual learning, members of the SAC led boldly and ensured that student voices across the District were heard. Some notable accomplishments from this cohort included: (1) increasing the number of student representatives on the State Board from two to four beginning in SY2021-22, with at least one position designated for a student attending a school in Ward 7 or Ward 8; (2) two student-led virtual town halls regarding distance learning; and (3) the SAC Annual Report, which Student Representatives Alex O'Sullivan and Shayla Dell presented at the State Board's July Public Meeting.

Student-Led Town Hall

On December 1, 2020, and February 16, 2021, members of the SAC led a virtual town hall. Both town halls offered a forum where the SAC could meet and engage with the public, offering recommendations to improve distance learning, raise student engagement in an online setting, and address student mental health, among other topics. SAC members were able to engage directly with the audience by participating in live Q&A sessions throughout the evening.

Some themes and takeaways included:

- Some panelists reported that synchronous class time bleeds into their asynchronous time, which can cause additional stress and less time to complete assignments or decompress.
- Panelists were in favor of one singular online platform for assignments and online classes.
- Some panelists felt there were not adequate communication channels between students and teachers in a virtual setting, citing long response times and needing to repeatedly reach out.



Members of the SAC during the February 16, 2021 virtual town-hall meeting.

"We're getting so overwhelmed with focusing on school and trying to pass, especially with so many people holding us to high standards that we don't really worry about our own mental health. When we're asked, 'Are you okay,' our automatic answer is going to be 'I'm fine,' but really, you've been down inside. If someone simply asked us, 'Do you want to take a day off this weekend and use this time to spend on yourself,' just little things like that can help us improve our mental health."

— Shaniyah Robinson, Ballou Senior High School, Class of 2022

SAC Annual Report

The SAC Annual Report was an opportunity to highlight the SAC's major accomplishments and recommendations on topics that the committee discussed throughout the school year. The topics included: distance learning, mental health, in-person learning, safe passage, inequities in funding, and recruiting applicants for the SAC and Student Representative positions.

Some notable recommendations included "a virtual option is in-place for students who do not want to attend school in-person, and insists that in-person learning should not be a requirement for all students" and urging the State Board to "find ways to raise awareness on [safe passage], seek community feedback and engagement, collaborate with its sister office of the DC Student Advocate to come up with solutions, notify DC City [sic] Council on its importance, and request the necessary funds to implement solutions on this issue."

SY2021-22

This year, the SAC is working on several exciting projects such as a city-wide survey, which will help include more student perspectives on important topics such as mental health and safe passage. Additionally, the SAC is working on a student-led vaccine campaign to spread awareness on the COVID-19 vaccines.

City-wide Survey

The city-wide survey has 3 sections: mental health (and how the transition back to in-person learning has affected students), safe passage, and COVID-19 safety in schools. Each section has 10-11 questions and SAC representatives will work closely with the Office of the Student Advocate (OSA) to tailor these questions in order to garner both qualitative and quantitative data. The goal is to get the survey out by early 2022.

Student-led Vaccine Campaign

The SAC is planning a town hall in December or January where members of the public, such as students, parents, and community members, can ask questions about the COVID-19 vaccine.

Mental Health: Key Recommendations



"Student mental health is largely overlooked, and treatments are not widely marketed. I had no idea my school offered therapists until I had a nervous breakdown in class. I would not have been in that situation if I had known I could talk to a professional" - Emilie Kpadea, Rising Junior at Calvin Coolidge Senior High School

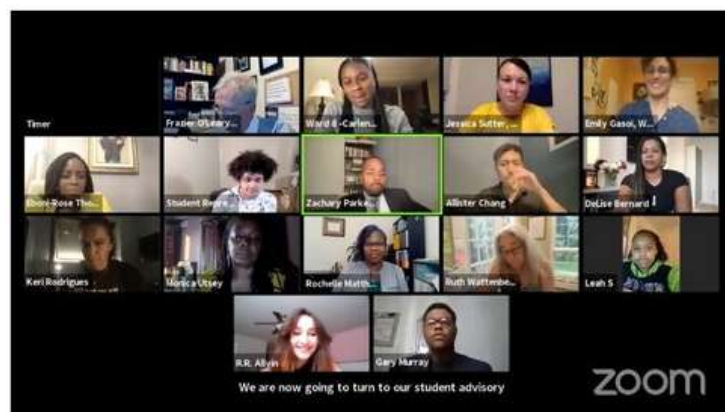
"There was a student who started a petition for mental health days. And the school started Wellness Wednesday's. A few times throughout the year, instead of doing normal school, the teachers would host activities that we could go to. Some activities I went to were Lego building, outdoor escape room, how to not procrastinate, and mini golf" - Kayla Park, Rising Senior at Washington Latin PCS

"My school does zoom meetings and optional surveys daily for students as a way of checking in with students. This began after I presented to the staff at school about how they can support students. I feel like they can improve mental health support by enforcing trusted adults and create support groups" - Leah Sloan, Rising Junior at Kipp DC College Prep

- Most pressing area that needs to be addressed going forward
- Causes of poor student mental health include: loneliness, family issues, heightened anxiety, technology troubles, and excessive workload
- Effects of poor student mental health: lower class participation, class engagement, and work productivity
- Tools implemented by schools to alleviate stress: more asynchronous classes, optional extracurricular activities, in-person events involving physical exercise, discussion points
- Extracurriculars and fun activities offered by school are great ways to alleviate stress, but students dealing with more serious mental wellness issues will need mental health services - Many schools are offering them, but students do not know about them.
- Biggest challenge that schools need to get better at: ADVERTISING MENTAL HEALTH SERVICES

enforcing trusted adults and create support groups.

zoom



Top: SAC member Emilie Kpadea presenting recommendations on addressing student mental health. Bottom: SAC members presenting their annual report at the July public meeting.

I'm looking forward to our City Wide Survey, which will help us gather significant data on COVID-19 safety and protocols, mental health, and safe passage. As we made our switch back to in-person learning, we have been extremely focused on making sure we are safe from COVID-19 and it seems like we have forgotten the well-being of our students when it comes to mental health. I'm hoping that with this survey we can find some of the stressors and trends among students when they speak about their mental health so that we can reflect and support them and each other."

— Juliana Lopez, Student Representative

Accountability and Assessment Committee

The Assessment and Accountability Committee, co-chaired by At-Large Representative Jacque Patterson and Ward 3 Representative Ruth Wattenberg, was charged with exploring and providing recommendations for the D.C. school accountability system (i.e., STAR Framework and Rating), categories and formats of the annual D.C. School Report Card, school attendance policies, and rules for residency verification.

Engaging with the Public

Much of the work this year was driven by previous work done by the Research Committee, including SR20-11, “On Improving the School Transparency and Reporting (STAR) Framework,” which called for improvements to the accountability of schools and the removal of bias in the STAR Framework. This year, the committee’s major focus was to engage with the public on changes they hoped to see reflected in revisions to the STAR Framework and the D.C. School Report Card. The committee conducted both in-person and virtual engagement through surveys targeting different education stakeholders and community-level discussions.



Virtual engagements included a May 2021 STAR Framework presentation during a Student Advisory Committee (SAC) meeting, followed by a similar presentation to the Coalition for D.C. Public Schools and Communities (C4DC), a follow-up meeting with the SAC in November 2021, and ward-level presentations all State Board members were invited to provide to their constituents and education stakeholders.



The committee also distributed three surveys (principal, teacher, and family/general public) to gather feedback from across the District to gain different perspectives on the STAR Framework and Rating.

In-person engagements occurred during the State Board’s Fall Engagement sessions on November 15 and December 4.

Top: Committee chairs Ruth Wattenberg and Jacque Patterson, and participants at the November 15 engagement session. Bottom: Participants at the December 4 engagement session.

Engaging with Expert Witnesses

In addition to engaging with the public, the committee also hosted four accountability panels*:

- May 19 Public Meeting: This panel featured state-level education leaders from Louisiana, Massachusetts, and Nebraska to better understand their state's approach to providing statewide support to schools.
- May 20 Assessment and Accountability Committee Meeting: The committee invited expert witnesses from Kentucky and Massachusetts to hear how each state approached school accountability and to discuss ways to improve the District's accountability system.
- June 16 Public Meeting: This panel focused on what elements should be present in a high-quality school accountability system.
- October 20 Public Meeting: This panel discussed new ideas and concepts for equitable accountability systems as part of its work related to the District's STAR Framework and D.C. School Report Card.

Survey Results and Draft Recommendations

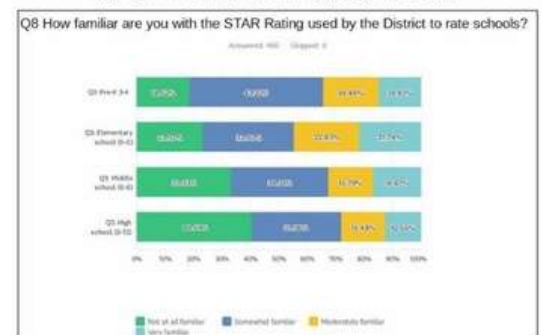
Once the surveys were collected, the State Board compiled the findings of each of the three surveys and takeaways from expert witnesses into a series of four summary memos.

The committee met on December 8, to review twelve potential recommendations based on testimony, survey information, and information from ward-based and citywide engagement sessions. The committee approved ten of the recommendations unanimously (4-0). Two recommendations received split votes (2-2).

The summary memos and their corresponding survey questions, and all twelve recommendations can be found on the State Board's website. The recommendations are open for discussion by the State Board and the public.

Significant differences were found when comparing familiarity of the STAR Rating by school level. Parents of elementary students were more likely than Pre-K-3, middle, and high school parents to be familiar with the STAR Rating (see Figure 3 below).

Figure 3 - Question 9 - Familiarity with the STAR Rating (Disaggregated by School Level)



Question 15 – Indicators that Should Support the Evaluation of a School's Quality/Effectiveness

Of the listed indicators² parents believed should be part of evaluating a school's quality/effectiveness:

- The top three (highest ranked) were:
 1. Progress students have made in math and reading (78%)
 2. Student satisfaction (67%)
 3. Teacher turnover/retention (67%)
- The bottom three (lowest ranked) were:
 1. Welcoming to parents (39%)
 2. Teachers' access to training (40%)
 3. Attendance rate (45%)

Pages from the family/general public STAR survey results memo

Looking Ahead

In January 2022, the Committee will present a resolution to the entire State Board that will call on OSSE to revise the STAR Framework and Rating. In the coming year, the committee also plans on reviewing alternative statewide assessments that might better explore how students are performing, while providing educators and school leaders with immediate and valid information to help them support students based on school populations and particular needs.

*Panelists are listed in Appendix D.

Education Standards Committee

The Education Standards Committee, chaired by Ward 6 Representative Jessica Sutter, monitors and provides recommendations related to: state academic standards, high school graduation requirements, standards for high school equivalence credentials, and state standards for homeschooling.

Continuation of the Revision of D.C.'s Social Studies Standards

In 2021, the Committee's work largely centered on the ongoing revision of the District's statewide social studies standards—last revised in 2006. This revision process is grounded in the State Board's commitment to have revised standards that are culturally responsive and anti-racist, impart important social studies content in the early grades, strengthen student knowledge of democratic principles and values, and promote civic engagement.

This revision work continued from the 2020 development and transmission of a series of Guiding Principles, developed by the State Board's Social Studies Advisory Committee (SSSAC)*, to the work of actually rewriting the standards by the Office of the State Superintendent's (OSSE) Technical Writing Committee (TWC) over summer and fall 2021. In December 2021, OSSE and the State Board adjusted the timeline for the delivery and implementation of revised social studies standards. OSSE and its TWC plan to continue revising and improving the standards through February 2022 — followed by public comment in March-April 2022. The State Board will now vote on revised standards in July 2022 and plans to work with OSSE, LEAs, and the public on socializing and rolling out the new standards from August-December 2022. The work of the State Board on this work stream was also featured in the September issue of the National Association of State Boards of Education's (NASBE) *The Standard*.



Committee chair Jessica Sutter engaging with residents on the social studies standards revision process at the December 4 Fall Engagement Session.



Cover of the National Association of State Boards of Education's (NASBE) "The Standard."

Convening to Learn: Panel Discussions

The Committee hosted two panel discussions on important and relevant committee topics. The first was a panel on the *State of Homeschooling* in the District of Columbia at the State Board's July 14 public meeting. This panel featured experts and homeschooling parents who discussed the intricacies and experiences of homeschooling in the District, such that the number of students in the District being homeschooled has nearly doubled to 764 students over the course of the last school year.

The second panel, *Connecting Across Lines of Difference*, was held on September 27 and focused on ethnic studies. This panel grew out of the anti-Asian rhetoric in early 2021 and brought together academics and social justice advocates to share practical advice for introducing students to a wider range of cultures and perspectives and propelling themselves and their peers to be reflected in social studies standards and curriculum.



Panelists presenting on the state of homeschooling in the District. Panelists included DeLise Bernard, Founder of Surviving Homeschool, Keri Rodrigues, co-founder and founding president of the National Parents Union, Dr. Cheryl Fields-Smith, associate professor of the Department of Educational Theory and Practice at the University of Georgia and co-founder of BlackFamilyHomeschool.org, Monica Utsey, co-founder of the Sankofa Homeschool Community & Collective, and Dr. Rochelle Matthews of the Homeschool Legal Defense Association.



Panelists Dr. Sade Bonilla of the University of Massachusetts Amherst, Dr. Ravi Perry of Howard University, Catherine Shieh of Asian Americans Advancing Justice (AAAJ), and Dr. Thomas Dee of Stanford University presenting to members of the SSSAC and State Board.

Literacy and Virtual Learning

The committee has also focused its work on literacy and virtual learning. Under the leadership of Ward 2 Representative Allister Chang, the committee has partnered with OSSE on the D.C. Literacy Plan and surveying the vast community of literacy service providers in the District. And, with the support of Ward 8 Representative Carlene Reid, the committee has begun to explore what virtual learning standards could look like in the District given the changes in learning postures due to COVID-19.

Looking Ahead

As the committee moves into 2022, it looks forward to codifying a statewide process by which statewide academic standards could be reviewed and updated on a more regular basis, finalizing the newly updated social studies standards, and moving the committee's literacy and virtual learning work forward.

Outreach and Advocacy Committee

The Outreach and Advocacy Committee, chaired by Ward 8 Representative Carlene Reid, monitors and provides recommendations related to the list of charter school accreditation organizations and the list of private placement accreditation organizations, state policies for parental involvement and supplemental education service providers, oversees the bi-annual parent advisory group, and follows up on State Board resolutions and proposed legislation.

Elevating Community Concerns and Resolution Implementation

Throughout the year, the committee worked to establish a process at its committee meetings to regularly 1) review public comment themes and discuss possible follow-up with public witnesses and 2) examine which resolutions required further action and advocacy efforts to ensure implementation. By doing so, the committee identified ways in which the State Board could improve its responsiveness and track its progress as an agency.



Members of the public can access the Constituent Feedback Form from the State Board's home page under "Top Resources."

Additionally, the committee developed and launched an online constituent feedback form on the State Board's website, which was created to help the State Board advocate for resources and solutions related to issues that are important to students, educators, and families. The form asks respondents to describe some of the most pressing issues they are facing, the challenges they have experienced, the support and resources they need, and whether they would like a member of the State Board to follow-up with them. The form also asks what respondents think is going well in D.C.'s education system and what bright spots the State Board might build upon. This form aims to be another method by which the State Board collects constituent data on a regular basis to help inform the State Board's work.

Safe Passage

The State Board also devoted considerable effort and attention to address issues of safe passage in the District. This included the State Board's July 7 letter to Chairman Phil Mendelson that urged the Council of D.C. to "fully fund all three components of the Mayor's Safe Passage initiative," namely to fund a grant manager in charge of engaging and managing the work of seven community-based organizations (CBOs) in 44 D.C. public and public charter schools across the city, implement a micro-transit plan to serve no fewer than 23 D.C. public and public charter schools in Wards 7 and 8, and invest \$1.51 million over three years to standardize training across all student safety personnel of the Mayor's Safe Passage Program during the FY22 budget finalization process.



State Board of Education Resolution
On Strengthening Safe Passage for All Students in the District of Columbia
SR21-8

WHEREAS, the DC State Board of Education is committed to ensuring the safety and wellbeing of all students in the District of Columbia;

WHEREAS, the safety of students traveling to and from school must be ensured before we can adequately address the academic achievement of all students;

WHEREAS, the District established the School Safety and Safe Passage Working Group to better understand and enhance safety-related policies that impact District of Columbia Public Schools (DCPS) and public charter schools;

WHEREAS, in 2020, the Office of the Student Advocate (OSA) administered surveys and conducted focus groups with students to better understand their experiences traveling to and from school, and whereas OSA collaborated with the Urban Institute to provide analysis of select data from the survey, and whereas more than one-third of students expressed feeling either uncomfortable, concerned, afraid, or in danger while traveling to and from school;

WHEREAS, the District prioritized seven areas of the city as School Year 2021-22 Safe Passage Priority Areas, including: Anacostia Metro Station, Columbia Heights, Congress Heights, Good Hope Road SE, U-Town and Waterfront Metro Stations, Minnesota Avenue Metro Station, and NoMa - Gallaudet U Metro Station¹;

WHEREAS, rates of homicide (+9 percent); sex abuse (+4 percent); robbery (+3 percent); motor vehicle theft (+12 percent)²; and traffic fatalities (+4 percent)³ are higher across the District at this date in 2021 as compared to last year, demonstrating a rise in threats to student safety;

WHEREAS, conversations about safe passage have largely been devoid of solutions for safer transportation infrastructure around the 240 public school campuses in the District of Columbia;

WHEREAS, the overwhelming majority of traffic fatalities have occurred in Ward 7 (10) followed by Wards 4, 5, and 8, respectively⁴; and,

WHEREAS, a 5-year-old student killed by a driver while riding her bike, two young children and their father struck by a driver at a crosswalk on Walk-to-School Day, a 15-year-old student stabbed by a classmate, a 6-year-old shot and killed while riding a scooter, and countless other incidents that have claimed the lives of District students, as well as the numerous accounts of bullying and

¹ https://www.dc.gov/sites/default/files/dc/sites/transportation/page_content/attachments/2021-22%20Safe_Passage%20SR21-8_Final.pdf
² <https://maps.dc.gov/papers/data/crime-data.aspx>
³ <https://maps.dc.gov/papers/traffic-fatalities.aspx>
⁴ https://www.dc.gov/sites/default/files/dc/sites/transportation/page_content/attachments/2021-22%20Safe_Passage%20SR21-8_Final.pdf

SR21-8, On Strengthening Safe Passage for All Students
in the District of Columbia

In the letter, the State Board advised the Deputy Mayor of Education (DME), with support of the D.C. Council, to establish gap funding to support implementing the Safe Passage enhancements to occur at the beginning of the school year as the proposal at the time aligned with the fiscal year, delaying program implementation until January 2022 (nearly two quarters into the school year).

The State Board also dedicated its September 22 public meeting panel discussion to examine the barriers to safe passage in D.C., and unanimously adopted SR21-8, "On Strengthening Safe Passage for All Students in the District of Columbia" at the October 20 public meeting. The resolution calls on DME to more clearly define school safety expectations among many other measures to bolster safe passage, which can be read below:

NOW, THEREFORE, BE IT RESOLVED, that the D.C. State Board of Education joins the Office of the Student Advocate in calling on the Deputy Mayor of Education to clearly define what safety means at all traditional public and public charter schools in the District;

BE IT FURTHER RESOLVED, that the State Board requests the Office of the State Superintendent on Education (OSSE) to provide guidance to LEAs regarding protocols for students entering and exiting school buildings, including but not limited to ample coverage of school-connected adults charged with monitoring student safety;

BE IT FURTHER RESOLVED, that the State Board advises that all District schools should have crossing guards at all points of student entry and exit to support school arrival and dismissal;

BE IT FURTHER RESOLVED, that the State Board requests an updated list of all outstanding requests to District Department of Transportation (DDOT) regarding enhanced safety measures around the District's public schools and address said requests within 90 days; and,

BE IT FINALLY RESOLVED, that the State Board requests that DDOT produce a plan within 90 days to establish traffic calming infrastructure (i.e., raised crosswalks) around every DC public school to improve safety.

The State Board also worked in conjunction with the Office of the Student Advocate (OSA) and the Student Advisory Committee (SAC) to elevate student perspectives through qualitative surveys that collect data on students who routinely experience safe passage issues firsthand.

Looking Ahead

The committee will continue strengthening the State Board's mechanisms for garnering equitable community input and is discussing proposals for a bi-annual family advisory board, which is set to launch by the 2022-23 school year.

Teacher Practice Committee

The Teacher Practice Committee, chaired by Ward 4 Representative Frazier O'Leary, monitors and provides recommendations related to standards for accreditation and certification of teacher preparation programs of colleges, universities, and alternate route organizations, as well as issues of teacher retention.

Overview

The State Board's teacher attrition work remained one of the agency's key issues in 2021. Additionally, the State Board worked with the Office of the State Superintendent of Education (OSSE) to formally establish the approval requirements for D.C.'s educator preparation providers (EPPs), specifically advocating for the addition of language around the science of reading to the approval requirements.

Teacher Retention

All-Teacher Survey (March 2021)

In March 2021, the State Board released the findings of its all-teacher survey of public-school teachers in the District of Columbia—the survey of 1,060 teachers served to measure a specific moment in time during the COVID-19 pandemic and to better understand the pandemic's numerous changes on the District's education systems. Key findings included:

- Increased likelihood of teacher departure due to COVID-19
- Unfair and not credible perceptions of teacher evaluations during COVID-19
- Worsening social and emotional well-being of teachers and students due to COVID-19 and virtual learning
- More supports and information needed by teachers when returning to in-person learning
- Lack of student screening for dyslexia

Table 6: The Student Experience in Virtual Learning

Category	Item	Teacher Average (Out of 4.0)	% Agree
Reflections on the student experience	My students have been successful during this time of virtual/distance learning.	2.67	65.8%
	The academic performance of my students is worse this year than in previous years.	2.56	51.7%
	The social and emotional well-being of my students is worse this year than in previous years.	2.60	54.8%
	I have the evaluation tools or assessments I need to monitor the academic performance of my students in math.	2.65	65.4%
	I have the evaluation tools or assessments I need to monitor the academic performance of my students in reading.	2.70	68.6%
	I have the evaluation tools or assessments I need to monitor the social and emotional well-being of my students.	2.31	39.8%
Experience of special populations	Special education students who I teach are receiving the supports they need during this time of virtual/distance learning.	2.73	66.4%
	Families of special education students who I teach are receiving the supports they need during this time of virtual/distance learning.	2.73	66.9%
	I am able to follow the requirements of my students' Individualized Education Plans (IEPs) during this time of virtual/distance learning.	2.77	68.5%
	English Language Learner (ELL) students who I teach are receiving the supports they need during this time of virtual/distance learning.	2.68	63.1%
	Students who I teach are screened for dyslexia during this time of virtual/distance learning.	2.03	29.5%
	Students who I teach that need intervention (e.g., Tier 2 or Tier 3) have been identified during this time of virtual/distance learning.	2.89	77.3%
	Students who I teach that need intervention (e.g., Tier 2 or Tier 3) are receiving services during this time of virtual/distance learning.	2.80	70.3%

Survey results regarding teachers' reflections on the student experience and experience of special populations during COVID-19.

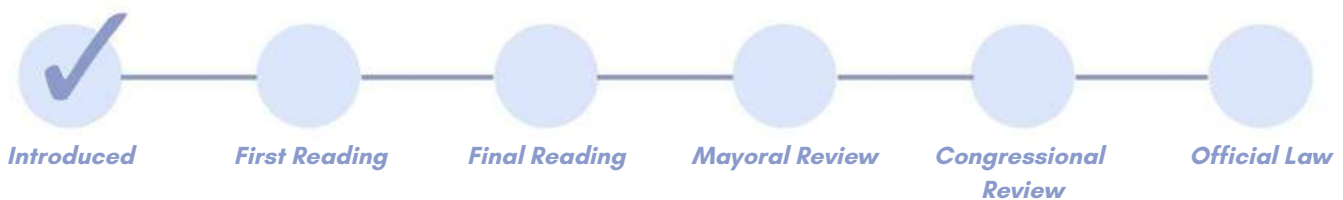
Teacher and Principal Attrition Report (July 2021)

At the July public meeting, the State Board adopted the findings of its updated report on the rate of teacher and principal attrition in D.C. from the 2019–20 school year. Since 2018, the State Board has commissioned three reports from local education researcher and data analyst Mary Levy. Across all three reports, the State Board continues to find that the average annual teacher attrition, over the last six (6) years, at the school level in both District of Columbia Public Schools (DCPS) and public charter schools has been about 25 percent—although the rates have recently trended downwards.

Statewide Educational Data Warehouse Amendment Act of 2021

In July 2021, D.C. Council Chairman Phil Mendelson reintroduced the Statewide Data Warehouse Amendment Act on behalf of the State Board. The legislation was first introduced in 2019 in an effort to move from ad-hoc research about the District’s teacher workforce and attrition to a sustained and public source of information. Presently, there is no publicly-accessible statewide data system that tracks information on all teachers in District schools.

If approved, the proposed legislation, the Statewide Educational Data Warehouse Amendment Act of 2021 (Bill 24-0355), would require OSSE to publicly report annual data, including information related to a teacher’s years of experience, demographics, type of credential, and preparation program, and mandate OSSE to submit an annual report with school-, local education agency (LEA)-, and state-level data on why teachers decide to leave the teaching profession, about the use of long-term substitute teachers in schools, and on unfilled vacancies that remain at the beginning of a school year. The bill also asks OSSE to include teacher data on the D.C. School Report Card as well, so that education stakeholders and members of the public have easy access to data relevant to understanding teacher retention and attrition in District schools. Furthermore, the D.C. Council’s Committee of the Whole plans to hold a public oversight hearing on December 16 about teacher and principal retention in both DCPS and public charter schools, at which committee chair Frazier O’Leary, and other State Board members will testify.



Educator Preparation Provider (EPP) Approval Requirements

Between April and October 2021, the State Board was in conversation with OSSE regarding OSSE’s educator workforce initiatives and its proposed rulemaking on the state approval of educator preparation providers (EPPs) and subject-area programs. Through collaboration, the Teacher Practice Committee advocated for the addition of language in the final rulemaking that would ensure that EPPs use science- and evidence-based practices when instructing future educators how to teach reading. The State Board approved final standards of accreditation of EPPs of colleges, universities, and alternate route organizations in October 2021 at its public meeting.

Looking Ahead

The committee plans to continue its teacher retention advocacy going into 2022, and in January, the committee will invite representatives from various EPPs in the District to discuss their respective grow-your-own programs and teacher diversity pipelines in an effort to better support their endeavors.

Board Governance Committee

The Board Governance Committee, chaired by Ward 7 Representative Eboni-Rose Thompson, was charged with exploring the State Board's authority relative to citywide education governance structures and mayoral control in the District, while comparing the authorities of State Boards in other states and school districts. Much of this Committee's work was an extension of an earlier exploration in 2019 on State Board governance structures, authorities, and powers, as well as a review of the District's Public Education Reform Amendment Act of 2007 (PERAA).

Overview

Among the work of the Board Governance Committee in 2021, members commissioned a report mapping the functions that local school boards and state boards have compared to the education governance structure in D.C. under PERAA, invited guest speakers to their Committee meetings, as well as engaged with the public to get their perspectives and recommendation on education governance.

Building a Foundation: Information Gathering

June 2021: Dr. Heather Harding, Senior Director of Policy & Public Understanding at the Charles and Lynn Schusterman Family Philanthropies, presented to the committee her review of PERAA and offered her expert knowledge on the subject. As the former (and founding) Executive Director of EdCore at George Washington University, she had conducted an official review of the PERAA report, providing foundational knowledge of the Act to committee members.

July 2021: Katie Brennan and Michelle Lake, graduate students at American University, presented to the committee their *Board Governance Model Review*, which was commissioned by the committee to learn more about State Boards and education in other cities and states (i.e., Baltimore City, Maryland, Cleveland, Ohio, New Haven, Connecticut, etc.).

September 2021: At the committee's September meeting, members invited Duncan Chaplin, Senior Researcher at Mathematica, to present his report, *Measuring the Impacts of School Reforms in D.C. on Student Achievement*. He shared findings on impacts mayoral control had on educational outcomes compared to other cities, with members learning more about the study's approach and Chaplin's perspective on his report's conclusions about what the data showed.

Engagement: Hearing Directly from D.C. Residents

During the 2021 Fall Engagement sessions, Chair Eboni-Rose Thompson engaged with residents by discussing their perceptions of how D.C.'s education system works, their personal experiences, and what changes they would like to see. Prompts included:

- What words or feelings come to mind when you think about D.C.'s education governance system?
- How well do you feel that D.C.'s education system incorporates feedback from you into the decision-making processes?
- What's one issue/concern on which you feel has taken way too much time to address?
- If you could change one thing about our decision-making structure, what would it be?
- How do you define successful governance?



Chair Eboni-Rose Thompson engaging with residents at the November 15 Fall Engagement Session. Participants discussing their experiences with D.C.'s education system.



Chair Eboni-Rose Thompson engaging with residents at the December 4 Fall Engagement Session. Constituents participating in one of the activities during the session.

Looking Ahead

The next step for the Board Governance Committee is to synthesize a report that considers public engagement feedback, findings presented to the committee from guest experts, and commissioned research to better advocate for improvements to the education governance within the District.

State Board Actions

In 2021, the State Board passed 40 resolutions. This year, State Board resolutions (SRs) included advocating for greater access to funding for outdoor education, supporting a statewide requirement for a full-time librarian in all District public and public charter schools, and committing to adapt standards, when appropriate, that reflect on the political, economic, social, cultural, and scientific contributions and experiences of lesbian, gay, bisexual, and transgender people upon the next revision of any District of Columbia state education standards. Ceremonial resolutions (CRs) recognized the contributions and achievements of individuals and organizations that make the District a better place.

State Board Resolutions (SRs)

January

SR21-1 Supporting School Access to Funding for Outdoor Learning Options

Advised Mayor Bowser to create an initial \$4 million fund to be made available immediately in the form of grants for DCPS and public charter schools that are interested in offering outdoor learning options as part of their Term 3 or 4 reopening plans, as well as for possible summer programming, and requested that Mayor Bowser direct the DCPS to reinstate and increase pre-pandemic funding for outdoor education through partner agencies and organizations.

February

SR21-2 On the Establishment of Committees

Established the following standing committees: Administrative, Assessment and Accountability, Education Standards, Educator Practice, and Advocacy and Outreach. Established an ad-hoc committee on Board Authority and a task force on School Reopening during COVID-19. Appointed members to external committees.

May

SR21-3 Resolution to Increase Student Voice

Enacted changes to the structure of the Student Advisory Committee (SAC), such as increasing the number of Student Representatives from two (2) to four (4) beginning in school year 2021-22 and ensuring that at least one Student Representative attends a school located in Wards 7 or 8. For each non-ceremonial resolution considered by the State Board, an opportunity will be given to the SAC to provide comments and recommendations on the proposal prior to a vote of the State Board, and these comments will be made part of the official record.

June

SR21-4 Supporting School Librarians in Every School

Supported statewide requirements for a minimum of full-time school librarian positions in all District public schools regardless of student enrollment and urges the Council of the District of Columbia to provide or redirect funding to fully fund schools to make sure that all schools have the personnel needed to support the well-rounded education of D.C. students.

September

SR21-5 On the Appointment to External Committees

Appointed Emily Gasoi, Ward 1 Representative, to the Environmental Literacy Committee, Eboni-Rose Thompson, Ward 7 Representative, to the National Association of State Boards of Education (NASBE) Delegate Assembly, and Zachary Parker, Ward 5 Representative, to the School Parking Zones Working Group.

October

SR21-6 To Approve Standards Governing Educator Preparation Provider (EPP) Approval

Adopted the 2022 Council for the Accreditation of Educator Preparation Standards for OSSE's use in approving educator preparation providers that prepare candidates who are eligible to earn an educator credential in D.C.

SR21-7 On LGBTQ+ Inclusive Education Standards

Resolved that upon the next revision of any District of Columbia state education standards, the State Board should adapt standards, when appropriate, that reflect on the political, economic, social, cultural, and scientific contributions and experiences of lesbian, gay, bisexual, and transgender people; advises the Office of the State Superintendent of Education (OSSE) to provide guidance to teachers and school-based leaders and staff on creating inclusive lessons in science and English language arts (ELA) classes that align with Next Generation Science Standards (NGSS) and Common Core ELA standards, respectively; recommended that OSSE implement professional development for teachers, school-based leaders, and staff to aid them in providing LGBTQ+ inclusive lessons and practices in their classrooms and; recommended that OSSE survey students within two (2) years of adoption of this resolution to establish baseline data and to gain an understanding of the current experiences of LGBTQ+ students across the district and what all students know and understand about the contributions and experiences of LGBTQ+ people in the relevant subject areas.

SR21-8 On Strengthening Safe Passage for All Students in the District of Columbia

Called on the Deputy Mayor of Education (DME) to clearly define what safety means at all traditional public and public charter schools in the District; requested the Office of the State Superintendent on Education (OSSE) to provide guidance to LEAs regarding protocols for students entering and exiting school buildings, including but not limited to ample coverage of school-connected adults charged with monitoring student safety; advised that all District schools should have crossing guards at all points of student entry and exit to support school arrival and dismissal; requested an updated list of all outstanding requests to District Department of Transportation (DDOT) regarding enhanced safety measures around the District's public schools and address said requests within 90 days; and requested that DDOT produce a plan within 90 days to establish traffic calming infrastructure (i.e., raised crosswalks) around every DC public school to improve safety.

November

SR21-9 DC State Board of Education Fiscal Year 2023 Need for Appropriations

Approved the State Board's fiscal year 2023 need for appropriations and enhancements and requests that the Mayor include the resolution's estimate in her annual budget submission.

Ceremonial Resolutions (CRs)

February

CR21-1 Celebrating National Black History Month

Celebrated National Black History Month and recognized the importance of culturally sustaining pedagogy, anti-racism, and Black voices as important elements of equity and excellence in education.

CR21-2 Celebrating International Day of Women and Girls in Science

Celebrated the International Day of Women and Girls in Science, encouraged more female-identifying students to pursue careers in the field of science, and recognized the importance of gender equality, equitable access, and representation for students in the District of Columbia.

March

CR21-3 Celebrating National Women's History Month

Celebrated National Women's History Month and the achievements, contributions, and existence of the District's women, including our female State Board members, and recognized the importance of culturally sustaining pedagogy, anti-sexism, and women's voices as important elements of equity and excellence in education.

March (continued)

CR21-4 Honoring Music in Our Schools Month

Celebrated local music education programs, organizations, and events, including the D.C. Keys, the Eastern High School Marching Band, D.C. Public Schools (DCPS) Honors Ensembles, the DCPS Music & Performing Arts Festival, and the D.C. Strings, which have offered free virtual music lessons to children who are striving to learn, even during a global pandemic, and recognized the 36th Annual Music In Our Schools Month and the thousands of educators and students in the District who bring the joy of music to our city.

CR21-5 Honoring National Social Work Month

Celebrated National Social Work Month; and recognized the thousands of social work professionals in the District, especially those supporting D.C. families, students, and teachers throughout the pandemic.

CR21-6 Recognizing Nannie Helen Burroughs

Honored and celebrated the life and legacy of Nannie Helen Burroughs, her unwavering commitment to equity and justice, and her significant contributions to improving the lives of generations of Black students.

April

CR21-7 Celebrating the Life of Late WTU President Elizabeth Davis

Honored Ms. Elizabeth Davis for her nearly sixty years of outstanding contributions to education justice and invaluable service to D.C. Public Schools (DCPS) and the Washington Teachers' Union (WTU), as well as her lasting influence on the District of Columbia.

CR21-8 Recognizing Alejandro Diasgranados as National University's 2021 Teacher of the Year

Recognized Alejandro Diasgranados as National University's 2021 Teacher of the Year and honored the commitment and inspiration that Mr. Diasgranados provides every day to the students, staff, and community of Aiton Elementary School and the District of Columbia.

CR21-9 Honoring National School Library Month

Called for the full and equitable funding of librarians to ensure every student in the District has access to a properly funded and regularly updated library collection with flourishing library programs staffed by certified librarians, as library workers are core to student learning, to families, and to teachers collaborating for student achievement; and celebrated school librarians and library workers in the District.

CR21-10 Celebrating the Life of Ricardo Duren

Honored Ricardo Duren for his contributions to the Dunbar Senior High School community and his mentorship of students across the District of Columbia.

May

CR21-11 Celebrating Asian American and Pacific Islander (AAPI) Heritage Month

Recognized May as Asian American and Pacific Islander (AAPI) Heritage Month and celebrated the contributions and livelihoods of the more than 28,000 residents in the District who self-identify as Asian American and/or Pacific Islander; condemned all manifestations of racism and xenophobia against the AAPI community; and committed to improving educational standards and policies to ensure that the District of Columbia's schools are welcoming, safe, and inclusive for all.

CR21-12 Honoring National Mental Health Awareness Month

Recognized National Mental Health Awareness Month and valued the importance of increasing awareness and understanding of mental health, reducing stigma and discrimination of people living with mental illnesses, promoting overall mental health for all, and ensuring that anyone living with a mental illness has access to appropriate services.

June

CR21-13 Celebrating National Pride Month

Recognized National Pride Month and celebrated its historical significance and its elevation of the contributions and voices of the LGBTQ+ community.

June (continued)

CR21-14 Celebrating Juneteenth Independence Day

Honored and celebrated the historical significance of Juneteenth Independence Day in the District of Columbia and the United States.

CR21-15 Celebrating the Life of Clark Ray

Celebrated and honored the life and legacy of the late District of Columbia Student Athletic Association (DCSAA) founder and director Clark Ray.

September

CR21-16 Commemorating the 20th Anniversary of September 11

Recognized and honored the 20th Anniversary of the establishment of September 11 Day of Remembrance and the lives that were lost on that day.

CR21-17 Celebrating National Hispanic Heritage Month

Celebrated National Hispanic Heritage Month and the achievements, contributions, and existence of the District's residents of Hispanic and Latinx ancestry; and recognized the importance of culturally sustaining pedagogy, dual language-immersion programs, and bilingual methods of instruction as important elements of equity and excellence in education.

CR21-18 Celebrating National African Heritage Month

Celebrated African Heritage Month and the achievements, contributions, and existence of the District's residents of African ancestry; and recognizes and values the importance of culturally sustaining pedagogy, culturally responsive programs, and equitable methods of instruction as important elements of excellence in education.

October

CR21-19 Celebrating National Arts and Humanities Month

Recognized National Arts and Humanities Month (NAHM) and celebrated the power of arts and humanities to teach essential lessons, inspire great work, and elevate diverse voices; and committed to ensuring that students in the District are given access to deep and meaningful education on the subjects of arts and humanities.

CR21-20 Recognizing National Principals Month

Recognized National Principals Month, and the hard work and leadership that D.C. principals bring to their profession; urged for adequate and equitable professional development opportunities to ensure principals are provided with the best training to meet the needs of their schools and students.

CR21-21 Recognizing National Domestic Violence Awareness and Prevention Month

Recognized and observed National Domestic Violence Awareness and Prevention Month and committed to working towards promoting quality preventative education in all levels of school to raise awareness and thwart continued instances of domestic violence.

CR21-22 Recognizing National Youth Substance Use Prevention Month

Acknowledged the dangers of early substance abuse on student health and wellness, and future quality of life; and strived to better inform students of the consequences and dangers of using these products.

CR21-23 Recognizing Learning Disabilities Awareness Month

Recognized Learning Disabilities Awareness Month and all of the students with learning disabilities and their families, and the tireless advocates who serve and support them in their goals and endeavors.

CR21-24 Recognizing Lights On Afterschool

Endorsed the "Lights On Afterschool" national celebration and urges District residents and leaders to ensure that every child has access to safe and engaging after-school and out-of-school programs.

November

CR21-25 Recognizing the 2021 Johnson Middle School Football Team

Recognized and congratulated the dedication and hard work of the student-athletes, coaches, parents, and school administrators of the John Hayden Johnson Middle School Panthers on the occasion of their 2021 District of Columbia Interscholastic Athletic Association (DCIAA) football championship victory.

December

CR21-26 Honoring D.C. 2022 Teacher of the Year Dominique Foster

Honored Dominique Foster as the D.C. 2022 Teacher of the Year for her work as a Pre-K4 teacher at Friendship Public Charter School Blow Pierce Elementary.

CR21-27 Recognizing Special Education Day

Recognized Special Education Day and the importance of quality special education to ensuring equitable outcomes for all District students. Committed to guaranteeing the proper resources, instruction, and care that will allow them to achieve their fullest potential.

CR21-28 Recognizing Computer Science Week

Recognized Computer Science Education Week and the impact that computer science is making everywhere and the relationship that computer science has to different subjects, industries, career paths, and our everyday lives.

CR21-29 Recognizing the 2021 Theodore Roosevelt High School Football Team

Recognized and congratulated the dedication and hard work of the student-athletes and coaches of Roosevelt High School on the occasion of their 2021 DCIAA championship victory, better known as the Turkey Bowl.

CR21-30 Recognizing the 2021 Archbishop Carroll Football Team

Recognized and congratulated the dedication and hard work, on the field and in the classroom, of the student-athletes and coaches of Archbishop Carroll High School on the occasion of their 2021 DCSAA championship victory.

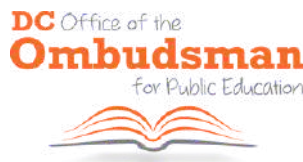
CR21-31 Recognizing the Metropolitan Capital City Group

Recognized the Metropolitan Capital City Group for its opening of the Birdhouse Library in Ward 7 and its important contributions to promoting a love of reading and education in the District.

Office of the Ombudsman for Public Education & Office of the Student Advocate

The State Board is the home to two important independent offices that support families in their interactions with public schools in D.C.—the Office of the Ombudsman for Public Education and the Office of the Student Advocate. The following section features text from each office's respective 2021 annual reports.

Families who need assistance can reach out to these offices at any time. The Ombudsman's office can be contacted via email at education.ombudsman@dc.gov or by phone at 202-741-0886. The Student Advocate's office can be reached via email at student.advocate@dc.gov or by phone at 202-741-4692.



Overview

The Office of the Ombudsman for Public Education (the “Office”) continued to serve families and students with quality and care throughout SY 2020–21. Due to the pandemic, the Office experienced an overall decrease in contacts and cases. Although the Office experienced a decline in cases, we observed that many of the families we supported had multifaceted concerns. Given the complex nature of the cases, the work performed to reach resolution was more extensive than before the pandemic.

Families’ most frequent concerns involved communication and engagement, special education, and academic progress. The data for communication and engagement, as well as special education, is consistent with previous annual trends. The frequency of academic progress concerns, however, is unique to SY2020–21. The increase in academic progress concerns demonstrates that the challenges during virtual learning impacted a wide range of students. Virtual learning provided an opportunity for families to observe their students learn in a formal, academic setting. In some cases, these struggles were caused by the limitations that learning through a computer can present. In other cases, these struggles existed prior to the pandemic and worsened during the pandemic. We usually receive many cases involving bullying and student safety. This was not our experience in SY2020–21. We believe that the decline in bullying and student safety was directly due to students no longer having physical proximity to one another that could result in the physical escalation of conflicts.

Like previous years, many of the families who contacted us were families of students with disabilities (slightly less than 50 percent). We were surprised that the percentage of students with disabilities served was not higher because Individualized Education Programs (IEPs) were inconsistently implemented during virtual instruction. The Office supported families residing in Wards 5, 7, and 8 more than other wards. In addition to tracking the ward where families reside, we also tracked the ward of the school involved in the issue. We worked with schools in Wards 6, 7, and 8 more frequently than schools in other wards.

Recommendations:

The Office is charged with making policy recommendations before the State Board of Education. In our 2021 Annual Report, we proffer three recommendations to advance public education:

- Create comprehensive virtual school options for students as an alternative to traditional school models;
- Enhance training for attendance point of contact, develop systems for sharing the status of Child and Family Services Agency (CFSA) referrals with upper-level school staff, and provide systemic interventions to reduce gaps in the truancy referral process; and
- Ensure that the District of Columbia Public School’s (DCPS) self-contained classroom re-alignment allows families to participate in the lottery equitably.

Visit educationombudsman.dc.gov for more information



Overview of the Office of the Student Advocate:

With more than 225 schools supported by no less than 65 local education agencies (LEAs), and more than a handful of offices, agencies, boards, and D.C. Council providing governance and oversight to D.C.'s dual-sector system of public education, families need advocates. Since the opening of our office in 2015, OSA has strived to overcome those barriers by partnering with families to keep them informed, connected, and supported in their pursuit of a high-quality education for their student(s). The Office of the Student Advocate is an independent office, housed in the State Board, that provides guidance and resource supports to assist families in navigating the complex system of public education in D.C.

Executive Summary

SY2020-21 reflected our commitment to provide resources and support to all public education stakeholders across the District. We leveraged our roles as connectors and collaborators to amplify the voices of students and families from their school communities to where policies and laws are made. As a result, we were able to accomplish the following tasks during SY2020-21:

- Received 507 unduplicated requests for assistance (RFA) via our live answered hotline addressing education-related questions and providing resources, referrals, and one on-one coaching on all public education issues.
- Distributed more than 500 backpacks and resources in English, Spanish, and Amharic across every ward in the District.
- Engaged directly with over 1,500 education stakeholders through our outreach methods beyond our RFA line. Focusing on students, families, service providers, and government agencies, and participated in over 65 virtual gatherings and events citywide.
- Virtually engaged with more than 3,200 students, families, and stakeholders utilizing various virtual methods.
- Developed a social-media-based resource dedicated to discussing topics related to mental health and student success. Hosted live sessions on our social media pages and viewed by over 1,200 listeners to date.
- Continued our Special Education Support Series for the fourth consecutive year.
- Supported the inclusion of student voice in the School Based Behavioral Health Expansion by recruiting students and filling the vacant Student Co-Chair position for the Coordinating Council on School Behavioral Health.
- Produced and published, Navigating Behavioral Health in DC Schools, a cross-sector guidebook for families accessing school-based behavioral health services.
- Led the working group on Youth Recruitment for the Family and Youth Subcommittee of the Coordinating Council on School Behavioral Health to identify and onboard a Youth Co-Chair.
- Debuted a week-long initiative for International Transgender Day of Visibility and organized a 3-day campaign for World Mental Health Day to encourage school communities to promote mental wellbeing and implement best practices for all students.
- Launched toolkits for families and educators to support creating productive virtual learning environments at home including guidance on "Podding."
- Collaborated with DCPS and public charter school teachers and administrators to launch a Virtual Learning Support workbook and workshop to provide strategies that families can use to maximize learning from home.
- Produced and released our office's first Safe Passage: A Student's Perspective report. This report highlighted the lived experiences of more than 400 DCPS and public charter school students across D.C.
- Continued to capture the experiences of students traveling to and from school for a second consecutive year. In collaboration with the Urban Institute, we surveyed more than 500 students to start SY 2021-22.

Visit studentadvocate.dc.gov for more information

Appendix A

State Board Committees Assignments

Standing Committees

Administrative Committee

Chair: Emily Gasoi, Ward 1

Members: Jacque Patterson, At-Large; Ruth Wattenberg, Ward 3; Zachary Parker, Ward 5

Assessment and Accountability Committee

Co-chairs: Ruth Wattenberg, Ward 3, and Jacque Patterson, At-Large

Members: Jessica Sutter, Ward 6; Carlene Reid, Ward 8; Zachary Parker, Ward 5

Education Standards Committee

Chair: Jessica Sutter, Ward 6

Members: Allister Chang, Ward 2; Ruth Wattenberg, Ward 3; Carlene Reid, Ward 8; Zachary Parker, Ward 5

Outreach and Advocacy Committee

Chair: Carlene Reid, Ward 8

Members: Emily Gasoi, Ward 1; Frazier O'Leary, Ward 4; Eboni-Rose Thompson, Ward 7; Zachary Parker, Ward 5

Student Advisory Committee

Co-chairs: SY 2020-21: Shayla Dell and Alex O'Sullivan; SY 2021-22: Ean Bowie (through November 2021), Juliana Lopez, Skye-Ali Johnson, and Alex O'Sullivan

Members: Students of the Student Advisory Committee

Teacher Practice Committee

Chair: Frazier O'Leary, Ward 4

Members: Emily Gasoi, Ward 1; Allister Chang, Ward 2; Eboni-Rose Thompson, Ward 7; Zachary Parker, Ward 5

Ad-hoc Committees

Board Governance Committee

Chair: Eboni-Rose Thompson, Ward 7

Members: Jacque Patterson, At-Large; Emily Gasoi, Ward 1; Ruth Wattenberg, Ward 3; Zachary Parker, Ward 5

COVID-19 Task Force

Co-chairs: Allister Chang, Ward 2; Zachary Parker, Ward 5

Members: Emily Gasoi, Ward 1; Frazier O'Leary, Ward 4; Jessica Sutter, Ward 6

External Committee Assignments

Every Day Counts Truancy Task Force

Steering Committee: Zachary Parker, Ward 5

Policy Committee: John-Paul Hayworth, Executive Director

Program Committee: Emily Gasoi, Ward 1

Data Committee: Alexander Jue, Senior Policy Analyst

Task Force: Zachary Parker, Ward 5

Compact on Educational Opportunity for Military Children

Jacque Patterson, At-Large

National Association of State Boards of Education (NASBE)

Government Affairs Committee: Jessica Sutter, Ward 6

Public Education Positions Committee: Eboni-Rose Thompson, Ward 7

Delegate Assembly: Eboni-Rose Thompson, Ward 7

Community Schools Advisory Committee

John-Paul Hayworth, Executive Director

Washington Area Boards of Education

Allister Chang, Ward 2

Research Practice Partnership

Carlene Reid, Ward 8

Environmental Literacy Committee

Emily Gasoi, Ward 1

School Parking Zones Working Group

Zachary Parker, Ward 5

Appendix B

2021-22 Student Advisory Committee

Name	School
Alexander O'Sullivan, co-chair	BASIS DC, Class of 2022
Ean Bowie, co-chair	Ron Brown College Prep High School, Class of 2023
Juliana Lopez, co-chair	Columbia Heights Education Campus, Class of 2023
Skye-Ali Johnson, co-chair	Richard Wright Public Charter School for Journalism & Media Arts, Class of 2022
Amira Jones	Bard High School Early College DC, Class of 2024
Andrew Michael Wilson	Duke Ellington, Class of 2024
Aniya Jabria Coffey	Phelps Architecture, Construction, & Engineering High School, Class of 2024
China Jones-Burgess	Bard High School Early College DC, Class of 2024
Clarke Dickens	Capital City PCS, Class of 2022
Darlin Rivera	Wilson High School, Class of 2022
Daya George	School Without Walls, Class of 2023
Dylan Park	School Without Walls, Class of 2024
Edith Alexandra Gonzalez	Cardozo Education Campus, Class of 2022
Emilie Kpadea	Calvin Coolidge Senior High School, Class of 2023
Gabriel Kraemer	School Without Walls High School, Class of 2023
Gary Murray	Paul Lawrence Dunbar High School, Class of 2022
Haven Gilchrist	Wilson High School, Class of 2022
Imania Sheikh	Benjamin Banneker Academic High School, Class of 2022
Iyana Williams	Bard High School Early College DC, Class of 2023
Janiya Brenae Charity	Benjamin Banneker Academic High School, Class of 2022
Jenae' Preddie	Bard High School Early College DC, Class of 2023
Julian Wardlaw	DC International School, Class of 2023
Kayla Park	Washington Latin Public Charter School, Class of 2022
Kendall Shields	Benjamin Banneker Academic High School, Class of 2022
Kyriah Carmicheal	Richard Wright Public Charter School for Journalism & Media Arts, Class of 2024
Leah Michele Sloan	KIPP DC College Prep, Class of 2023
Liv Birnstad	Capital City Public Charter School, Class of 2023
London McPherson-Dews	Anacostia Senior High school, Class of 2022
Lordes Weston	Wilson High School, Class of 2022
Penelope Morris	School Without Walls High School, Class of 2024
Perion King	Richard Wright Public Charter School for Journalism & Media Arts, Class of 2024
Reagan R. Allvin	Wilson High School, Class of 2022
Segen Mebrahtu	Benjamin Banneker Academic High School, Class of 2022
Taron Lawson	Wilson High School, Class of 2022
Vance Gootman	Wilson High School, Class of 2023
Sophia Hosford	Richard Wright Public Charter School for Journalism & Media Arts, Class of 2023
Sophia Ibrahim	Theodore Roosevelt High School, Class of 2023
Titilope Omole	School Without Walls High School, Class of 2022
Yohanna Mbedgue	Cardozo Education Campus, Class of 2023

Appendix C

2020-21 Student Advisory Committee

Name	School
Alexander O'Sullivan, co-chair	BASIS DC PCS, Class of 2022
Shayla Dell, co-chair	Duke Ellington School of the Arts, Class of 2022
Alyssa Richardson	Duke Ellington School of the Arts, Class of 2022
Andrenique	
Anna Brosowsky	D.C. International School, Class of 2021
Camille Jones	Capital City PCS, Class of 2021
Chasity Rodriguez	
Emilie Kpadea	Calvin Coolidge Senior High School, Class of 2023
Gary Murray	Dunbar Senior High School, Class of 2022
Giulio Iacoviello	School Without Walls, Class of 2021
Haven Gilchrist	Wilson High School, Class of 2022
Jean-Pierre Roberts	Wilson High School, Class of 2022
Jenae Preddie	Bard High School Early College DC
Jessi Thompson-Brown	D.C. International School, Class of 2021
Julian Michael Wardlaw	D.C. International School, Class of 2023
Kayla Park	Washington Latin PCS, Class of 2022
Londyn Napper	Wilson High School, Class of 2022
Lordes Weston	Wilson High School, Class of 2022
Lucas Johnson	BASIS DC PCS, Class of 2022
McKenzie Collins	
Mikalalah Scott	
Reagan Allvin	Wilson High School, Class of 2022
Shaniyah Robinson	Ballou Senior High School, Class of 2022
Tamia Murphy	Washington Leadership Academy, Class of 2022
Vance Gootman	School Without Walls, Class of 2022
Walker Price	Wilson High School, Class of 2021
Winston Wardlaw	D.C. International School, Class of 2021
Zion Smithen	McKinley Technology High School, Class of 2022

Appendix D

Accountability and Assessment Panelists

May 19 Public Meeting

- Russell Johnston, *Senior Associate Commissioner, Massachusetts Department of Education*
- Shirley Vargas, *School Transformation Officer, Nebraska Department of Education*
- Lane Carr, *Director of Accountability, Nebraska Department of Education*
- Quentina Timoll, *Chief of Staff and Operations, Louisiana Department of Education*
- Alexis Pritchard, *Deputy Chief of Staff, Louisiana Department of Education*

May 20 Assessment and Accountability Committee Meeting

- Stephen Pruitt, *President, Southern Regional Education Board*
- Jack Schneider, *Assistant Professor, Leadership in Education Ph.D. Coordinator*

June 16 Public Meeting

- Elaine Allensworth, PhD, *Lewis-Sebring Director, UChicago Consortium on School Research*
- Rae Clementz, *Director of Assessment and Accountability for the Illinois State Board of Education*
- Lynn Jennings, *Senior Director, National and State Partnerships, The Education Trust*
- Deborah Temkin, M.A., Ph.D., *Vice President, Youth Development & Education Research*

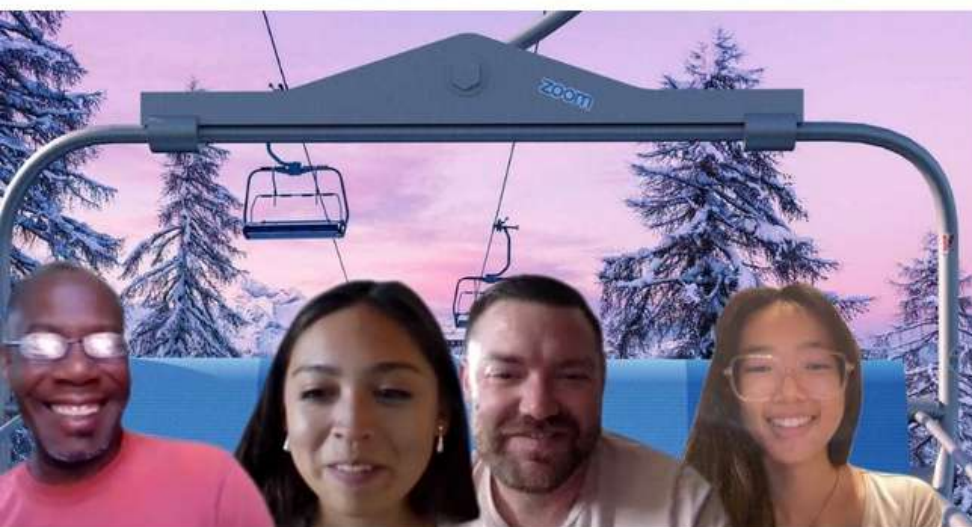
October 20 Public Meeting

- Etai Mizrav, *Senior Consultant and Doctorate Candidate for Educational Inequality, IBG Consulting Group and The George Washington University*
- Robert Simmons, *Scholar in Residence and Scholar of Antiracist Praxis, School of Education, American University*
- Rashida Young, *Chief School Performance Officer, D.C. Public Charter School Board*

Appendix E

Social Studies Standards Advisory Committee (SSSAC)

Name	School, Organization, or Position
Alexander O'Sullivan	BASIS DC, Student
Alyssa Richardson	Duke Ellington School of the Arts, Student
Barbara Davidson	StandardsWork, Inc., President
Daniel Espinas	DCPS, Teacher
Elizabeth A. Worden, PhD	American University, Associate Professor
Emily Brimsek	National Center on Education and the Economy, Manager, Professional Learning
Fadhal Moore	Georgetown University, MPP Candidate
Jennifer DePaoli	Learning Policy Institute, Senior Researcher
Jessica A. Rucker	E.L. Haynes High School PCS, Teacher
Karen Hopkins	Human Rights Educators USA, D.C. Area Representative
Karen Lee	Thurgood Marshall Academy PCS, Teacher
Lamar James Bethea	Statesmen College Preparatory Academy, Teacher
Laura Fuchs	H.D. Woodson High School, Teacher
Lauren Grimes	The Community Enrichment Project, Founder
Maria Marable-Bunch	National Museum of the American Indian, Smithsonian Institution, Associate Director for Museum Learning and Programs
Melanie R. Holmes	MacFarland Middle School, Teacher
Michael Stevens	Friendship PCS, Director of Social Studies
Molly France	Two Rivers PCS, Instructional Guide
Molly Sloss	Capitol Hill Montessori School, Teacher
Nicolas Ojeda	Duke Ellington School of the Arts, Teacher
Rebecca Schouvieller	D.C. International School PCS, Teacher
Reginald L. Williams	Benjamin Banneker Academic High School, Social Studies Teacher
Sally Schwartz	Globalize DC, Executive Director
Sarah Buscher	Janney Elementary School, Teacher
Scott Abbott	DCPS, Office of Teaching and Learning, Director of Social Studies
Shelina Warren	Dunbar High School, Teacher



About the D.C. State Board of Education

The D.C. State Board of Education was created in 2007 through the Public Education Reform Amendment Act (PERAA) to provide policy leadership and public voice for District education issues. The State Board has approval authority over a number of statewide regulations: including accountability frameworks, school report cards, attendance, residency, graduation requirements, and teacher preparation programs.

Like other State Boards, the District's State Board does not make day-to-day decisions for public schools. State Board members engage with their community members to promote academic achievement & equity through policy leadership, engagement, support, advocacy, and oversight.

